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ABSTRACT

This report examines the innovations in inservice education and the training of teachers in the Netherlands. Section One deals with inservice education and training of teachers (INSET) in relationship to Dutch education. The Dutch educational system is discussed along with various aspects of teaching, issues pertaining to education, and the role INSET plays in the Dutch educational network. Section Two discusses and analyzes four case studies that have utilized some aspect of INSET activities. They include a television course, an experimental counselor training program at Utrecht University, the role of INSET in the creative arts, and a program for reorientation in mathematics teaching in vocational schools. Section Three proposes several conclusions in regard to the four case studies discussed in Section Two. It was also concluded that INSET has to be a voluntary act of the individual teachers in the Dutch school system and should not by any means be imposed upon them. An appendix contains a description of support (teacher) centers in the Netherlands. (SK)

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INNOVATION IN IN-SERVICE EDUCATION AND TRAINING OF TEACHERS

NETHERLANDS

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CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI)

INNOVATION IN IN-SERVICE EDUCATION AND TRAINING OF TEACHERS

- NETHERLANDS -

by

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in collaboration with
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AFD. Begeleidingstaken

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Elly S. Boeder - Rijdes
Nathan Deen

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Section I - The National Context

1. The organizational framework of the Dutch educational system

In this section an outline will be given of the organizational framework of the Dutch educational system. Because the Inset-project is mainly focussed on the period of compulsory schooling, the emphasis in this section will also be on the provision made for that age-range (4-16).

Though most children enter school at four, compulsory education does not start (at the present time) until six. The first two years are devoted to preschool (kindergarten) education, generally in a building separate from the elementary school, and under a different principal. Next comes a six year elementary school, followed by secondary education that can last either four, five or six years.

At the secondary level a broad choice is offered from relatively undemanding (as far as cognitive attainment is concerned) vocational training to university preparation of a high academic level, generally in separate tracks and in separate buildings. Often several academically oriented tracks can be found in a single administrative framework, called "lyceum"; sometimes the school may be comprehensive but even then technical or domestic science education will generally not be included.

In short it can be said that the secondary period at this time comprises a higher level, lasting six years and providing admission to university ("gymnasium", "atheneum") or five years ("havo", i.e. higher level general education), providing admission to teacher training colleges etc.; a middle level, consisting of general or professional directed tracks, that may give admission to some schools of further education; and a lower level, that mainly offers the same opportunities as the middle level, but with lower demands, and generally in separate schools.

It follows that, as far as occupational future is concerned, the most important decision in a child's life has to be made at eleven years of age.

Because programs are rigid, and few possibilities to choose are left, Dutch students tend to be grouped in "standard groups" that share all their teaching and are referred to as a "class".

Each year is designated as a grade, and students who make insufficient progress in particular subjects may be held back and forced to repeat a full year's curriculum.
Due to the importance of the decision to be made on leaving elementary education, a new secondary education Act introduced in 1968 what has been called a "bridge year". This should be common to all the different tracks, and should cover a similar curriculum. During that bridge year faulty decisions might be corrected. The idea sounds better on paper than it works in practice. There is little evidence that many children who entered secondary education somewhere down the line were transferred to tracks with higher academic standards and social esteem, even though in some schools the bridge period has been extended to two or even three years. In the same Act other changes in the system have also been introduced. The higher secondary level may serve as an example. In the Dutch educational tradition twelve or thirteen subjects would be normal; the program would consist of three modern languages besides Dutch, mathematics and the science subjects, physics, chemistry, biology, history, geography, all of which had to be passed for the school-leaving certificate, plus Latin and Greek in the gymnasium. Now the major change has been that the number of subjects to be passed for acquiring a school-leaving certificate has been reduced to seven and in some cases to six. Thus, certain subjects become optional (after a couple of years). This was important of course, because it reduced the overburdening of the students with subject-matter problems which proved to be a stumbling-block for many students in the course of their school-career. Once the compulsory schooling age is passed, schooling is not necessarily full-time. Especially for those children who enter a job after completion of their compulsory period, schemes have been developed under which they - as part of their employment - attend courses for one or even two days a week.

The picture of education in Holland is complicated by the fact that public and private (i.e. religious) school systems exist side by side. Legal regulations cover the organization of schools as mentioned earlier, the minimum number of pupils necessary to found a school, the requirements for a teaching certificate, the

average number of pupils per classroom, the number of subjects to be taught, etc.. But the law does not enforce curriculum content, and has no influence upon the choice of textbooks; by constitutional law any denomination has the right to found schools of its own and to determine the curriculum content.
The quality of education is controlled by the Government by external measures such as determining a minimum amount of time to be spent in teaching, or, on some occasions, by determining examination requirements.
Although public and private schools exist side by side, there is no significant difference between the ways in which they are financed. All education is supported by taxes; the slight differences in financial regulations tend to favour the private schools. Private schools also have the right to demand from parents an extra tuition fee (during compulsory schooling all education being free). Some of them use this as an opportunity to keep certain pupils out.

2. Initial training of teachers in the Netherlands

The agerange considered in this report (4-16) is in the Netherlands divided over three phases of schooling :

a. Kleuterschool (i.e. kindergarten, preprimary education) 4 - 6.
b. Lagere school (elementary school) 6 - 12
c. Voortgezet Onderwijs (secondary education, first four years) 12 - 16

N.B. Only in the lower and middle ability levels of secondary education will these children make up the whole of the school's population. In the higher levels, the schools contain pupils up to 17 or 18 years of age.
The present Minister of Education, however, has presented a proposal for a comprehensive middle school (12 - 16) in which all pupils of this agerange will be brought together.
Accordingly, teacher training is organized as

a. training for teaching the "kindergarten"-age;
b. training for teaching in elementary schools;
c. training for teaching on secondary level.

2.1 Teaching young children

At present teacher training for the age 4 - 6 is organized in special training schools to which admission is possible after completion of a middle level secondary education of a general nature.

Basic training takes place in a two-year course; in a third year the qualification to become a "kindergarten" principal can be obtained. Supervised practice is part of the curriculum.

2.2 Teaching in elementary schools

Qualifications for elementary schools can be obtained in a special training school ("pedagogische academie") to which admission is open after completion of higher level secondary education of a general nature. During a three-year course all qualifications necessary for teaching in elementary education (including that of being eligible for principal) are covered. Supervised practice is part of the curriculum.

N.B. In due course teacher training for the agerange 4 - 12 will be integrated into one teacher training academy. At that point admission to training for teaching the young will also be raised to a higher level secondary diploma.

2.3 Teaching at secondary level

The situation regarding qualifications for teaching at secondary level is less simple. Qualifications are categorised in three degrees :

- third degree qualifications are for teaching in the lower ability levels of general and preprofessional education. The qualifications can be obtained in several different ways :
  - = in some cases completed training for elementary education will do:
  - = in most cases, part-time courses lasting several years will provide sufficient additional training for those qualified for elementary teaching or for a skilled technical or service-oriented profession;
  - = as part of training in a "New Teachers College" (see below).

- second degree qualifications are for teaching in the middle and lower ability levels of general and professional education. The qualifications can be obtained as follows :
  - = traditionally through part-time courses lasting several years as an addition to completed training for elementary education or lower level secondary education;
  - = recently through full-time study in a "New Teachers College", to which admission is possible after completion of a five year general secondary education course. In these colleges, which are still in an experimental stage, two connected subjects are studied, either both at second degree level, or one at second degree level and one at third degree level.
- first degree qualifications are for teaching in the higher ability levels of general and professional education. The qualifications can be obtained as follows :
  - = through university study, leading to a university degree. The university degree makes the holder eligible for a teaching position, though preparation in teaching skills is only minimal.
  - = through part-time courses following completion of a part-time study for a second degree diploma.

Though some of the routes to teaching described above may be considered as in-service training, because participation is by people who are already active in teaching, they are not treated as such for the purpose of this study, because,

a. application is on a voluntary basis, and the content of the courses generally is not focussed on the actual teaching job of the participant;
b. application generally is based on a desire for career development which includes leaving one's present teaching position.

3. The National Context of INSET

3.1 Issues Pertaining to Policy and Structure

Introduction

Basically, one could think of a teacher's education as consisting of an initial period of training, in which the pedagogical groundwork would be done, subject matter would be studied and teaching skills would be acquired, followed by a process of continuous or recurrent education, during which, on the basis of the teacher's own practical experience, his needs for further information or training could be dealt with.
This situation, if it exists anywhere, certainly does not exist in the Netherlands. Once a teacher is licensed, his licence remains valid till the day of his retirement after forty years of devoted, but increasingly incompetent, service.

There is no national policy for INSET at this time, either explicit or assumed. However, this is only natural in a situation in which, according to the interpretation for decades given to the constitutional guarantee of freedom in education, the Government was viewed as financially supporting, but not directing educational enterprises.
If there has been a national policy, its main characteristic was distance: to guarantee every denomination its justified share of the money available for education without interfering in the ways in which it was used.
Incidentally, if applications for a subsidy were submitted, these were granted. But because these applications were usually limited in scope and infrequent, there was little need for coordination, let alone for an active and stimulating policy.

At this point we are facing a period of change arising from an overall change in governmental policy toward education.
The present Government no longer views its role as passive, nor does it interpret freedom in education as meaning that Government should abstain from taking initiatives. On the contrary, the present Minister of Education assumes that his responsibility for

the quality of education emphasizes the need for a national policy on improvement and innovation in education
To this end he has published a series of working papers which, if they are accepted by Parliament as a basis for legislation, will introduce large scale INSET to enable the present teaching force to cope with projected changes in the educational system.
This process of change is reflected in the fact that, within the Ministry of Education, a working paper is being developed in which proposals for a coherent policy for INSET will be presented.
In these proposals INSET is defined as comprising all activities leading to the broadening and deepening of teachers' knowledge, interests and skills, in so far as these are related to the performance of his task. Within the framework of this definition, three aspects are being emphasized :

- on the deepening and refreshing of knowledge, interests and skills already acquired ("bijscholing");
- on the acquisition of new knowledge, interests and skills, that have become necessary because of the implementation of wider changes in education ("herscholing");
- on the acquisition of knowledge and skills that lead to an extension of the area of teaching for which a teacher is already licensed ("applicatie").

If these proposals are accepted, a planning procedure will be developed in which a long-term plan will offer guidelines from which an annual plan can be derived.
The Minister of Education will be responsible for the overall planning, but the responsibility for the realization and coordination of the activities will lie with other agencies.

In conclusion, it can be said that, though no national policy for INSET exists at the present time, the need for one is strongly felt and such a policy is now actively planned.

The present situation is shown in Fig.1; the proposals are depicted in Figs.2 and 3.

At local level the situation varies a great deal. Though most of the local governments lack the means to initiate and support INSET-activites, some of the larger ones do. To do so they use the services of local or regional "School Support Services" that are mostly maintained on local money, though a growing number are maintained by direct funding from the Ministry.
But there are also different approaches. For instance, the municipality of Utrecht initiates courses through the municipal school inspectors. These courses are problem-centered. They may vary from rap sessions to systematic group training in teaching skills. The aim of the courses is the promotion of educational innovation; the instructors are chosen from the city's teaching personnel from the school support service, or from elsewhere. This kind of training is not supported by the national Government.

In general no special awards or incentives are available for teachers who engage in INSET-activities. The only incentive might be that, in general, admission to INSET-activities is free and personal expenses are refunded. Only in those cases in which the activities result in a higher professional qualification does the possibility of a salary rise occur.

3.2 Issues of a General Nature

In a situation as little organized as that described above, many relevant questions have to remain unanswered. Very little is known from recent data about teacher supply and demand. The most recent figures are at least five years old, and therefore lack any reliability. The impression is, however, that a slight oversupply of teachers is to be feared, exacerbated by the economic decline which has caused a less favorable teacher/pupil ratio. This situation affects the willingness of teachers to engage in INSET-activities because many feel that the present classroom-situation, as it is affected by budget cuts, pre-empts all efforts to improve teaching. Nevertheless, the majority of the teachers seems to be well motivated towards INSET when it is demonstrably practice-oriented.

Fig.1. The present situation of INSET

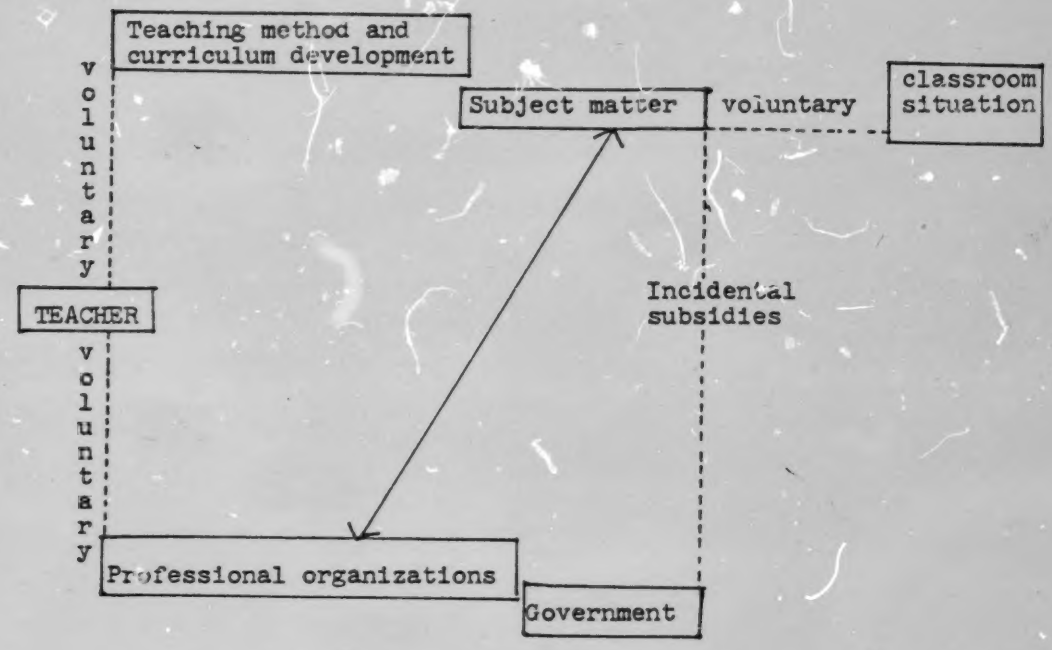


Fig. 2. The proposed organization of INSET

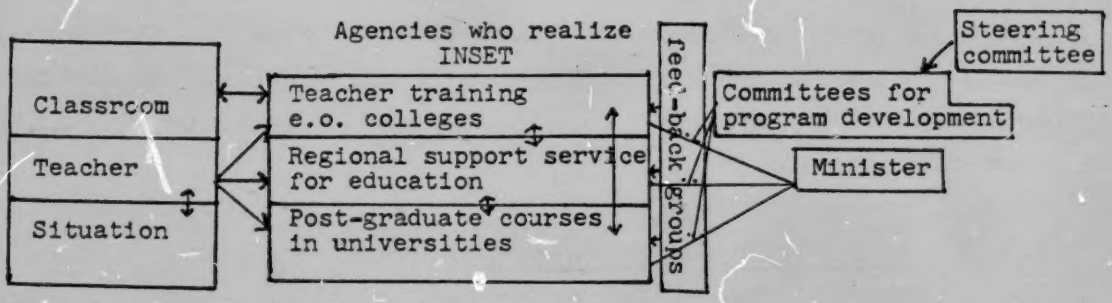
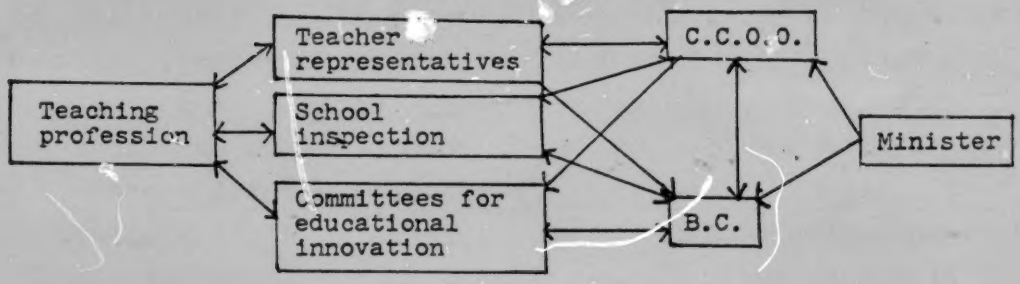


Fig. 3. Map of responsibilities for INSET



C.C.O.O. = Central Council for Educational Policy
B.C. = Committee that watches teacher legal rights

Most of the INSET-activities are aimed at educational innovation and are classroom-oriented. They do not focus on "working in teams" or on "improving contacts with parents" and the like. Some are geared toward the needs of pupils as persons (e.g. career guidance, counselling).

3.3 Issues Pertaining to Costs

It is impossible to estimate the real amount of money that is spent in INSET. In so far as INSET is organized by teacher training colleges the costs form part of their budget and are untraceable. Only those courses that are specifically subsidized being organized by professional organizations, innovation agencies, or by a special branch of the Ministry of Education, can be costed. The figures show considerable growth. Within two years, further growth of from Fl6.000.000 to Fl. 30.000.000 is expected, but this will depend on decisions on the Governmental proposals for the organization of INSET. Nevertheless in a total budget of 16 milliards of guilders for education, the budget for INSET is not yet very impressive.

3.4 Issues Pertaining to Providing Institutions and Agencies : Roles and Linkages

The present situation and the proposals for the future have been shown in Figs.2 and 3. There is in fact little coordination of activities. Most of the INSET-activities are organized by teacher training colleges, sometimes in collaboration with a university department. An example of such a collaborative exercise is reported in Case Study 4 below. Some INSET activities are organized or staffed by university departments, which are supported financially by the Ministry of Education for this purpose. In general, there is hardly any planning at present. Everybody works in his own way.

3.5 Issues Pertaining to the Programme itself

The determination of the content of the programmes is again varied. Sometimes a pilot-programme will be tried out, sometimes a set of concepts will be brought into a teaching sequence without any

research at all. There is no standard policy; the organizing agency (teacher training college, university department, etc.) is free to choose its own strategy. Some of them will be presented in the case studies section of the report.
There is however some evidence from experience, that has stimulated the organization of short-term courses with a strong emphasis on practice. These courses generally are staffed by staff members of the teacher training college or in some cases by specialists who come from outside.
The courses may take place on the premises of a teacher training college, a university or any place appropriate for the purpose.*
To be sure that all the schools can be reached, the teacher training colleges all serve a certain region and all the elementary schools are told of the INSET activities that are organized. Moreover, the Ministry of Education publicises the courses being organized as do the professional organizations (the Society of History Teachers e.g.) that organize INSET-activities in behalf of their members.
Curriculum Development is a major issue. In recent years many committees have been developed to renew and improve curricula, especially at the secondary level. INSET is also undertaken in this connection (vide case studies section).

3.6 Issues Pertaining to Training Teacher Trainers

The training of the trainers still is a major problem. First of all, their legal position is unclear, which affects this selection. Secondly, a policy for their preparation as such is lacking. Generally the training of the trainers is confined to their own study of the syllabus to be taught; it is very unusual for trainers to be brought together to discuss the content of their courses. Anyone who seems to have an adequate background may be selected as a trainer. Availability is an important consideration; because the legal position of trainers is not clear, nobody can choose it as their main job. Lecturers who engage in INSET, therefore, do so in addition to their normal work.

* INSET which takes place in teacher training colleges in most cases is meant for teachers in elementary schools.

3.7 Issues Pertaining to Monitoring and Evaluation of INSET

From all that has been said before, it may be expected that no systematic procedures to evaluate INSET have been developed. Sometimes the school inspectors will be asked to estimate the extent to which education has been affected by INSET, but such statements hardly constitute evaluation.

A general policy is to award a certificate to those people who attended at least 80 % of the activities in an INSET programme. Other measures are seldom used in any of the areas of attainment covered by the INSET courses.

Some agencies try to effect external evaluation by research-workers but this is exceptional and the results are not always promising. Systematic evaluation, moreover, is negatively influenced by the fact that most INSET courses are very short and consist of such varied activities.

Systematic evaluation should be planned from the outset. To do so we lack the skills, the money and - perhaps most important - the inclination.

This does not mean that there are no evaluation reports. Most organizers of INSET will report their experiences and sometimes they administer evaluation instruments. But evaluation is still at an early stage of development.

Section II - Case studies

Case Study I - Television course 'De Flexibele School' (Flexible School)

1. Background : Since 1946 certain INSET activities have been organized by the Foundation "Teleac", the television academy and organization that produces tv-courses mainly on a commercial basis or with financial support from the educational support services which operate on a national basis. In these courses the directors sometimes worked together with the three national educational support centres and the Dutch educational television. These coincidental instances of collaboration were followed by an agreement to cooperate between Teleac, the three national educational support centres and Dutch educational television. In this agreement each participant's role was defined and in this framework it became Teleac's role to develop the tv programs. The first actual realization of this collaboration agreement was the project "Flexible School", which has as its secondary purpose the trying out of the collaboration formula.

2. People for whom the course was meant :

TV programs can be seen by many different people. This means that there is considerable pressure to attract a mass audience. The course writers resisted this temptation and opted for a strictly defined in-service training activity. The program was directed toward elementary education, that is to say to those teachers who teach the 4 - 12 age group. The considerations underlying this decision were :

1. this group of teachers is rather homogeneous as far as working tasks and problems are concerned;
2. this group is strongly affected by the changes that are going on in society.

The authors aimed to focus upon and discuss the character of these changes in organization and structure as well as the changing behaviour of the participants in the educational process. To achieve this aim they chose three problem areas as the main topics of the course :

1. The relationship between elementary education and the child, the parents and the society.
2. Organizational and educational integration of preprimary and elementary education.
3. Possibilities to individualize education by breaking up the traditional system of grading whereby subject matter and time have been tied together.

Some of the considerations underlying the decision to present the course in this form were :

1. Traditional approaches by means of courses, textbooks and advisers for elementary education are already adequate.
2. Though everybody advocates the flexible school idea, some elements meet much resistance stemming from local situations, teacher motivation, commitment to traditional methods, etc.
3. There is no need for an approach that is mainly philosophical and theoretical.

The authors present these considerations as facts to be reckoned with, though no research is quoted in support. At best they can be considered as assumptions which are reasonably probable. Another assumption was that teachers would feel solidarity because they have the same problems, and that, because of this, they would be willing to listen to each others' opinions and experiences.

3. The framework of the course :

In the construction of the learning package, different media were used. Three course components are distinguishable :

1. TV broadcasts;
2. written material;
3. regional meetings.

These three parts are dealt with separately below.

3.1 TV Broadcasts

The television part consisted of 17 broadcasts, each of a 30-minutes' duration. These TV lessons mainly emphasized aspects of organization, especially the way teachers and children react to attempts to make a school more flexible. To be as realistic as possible, the shots shown were taken in schools where teachers

were already working towards the realization of a flexible school. In this way, real problems could be demonstrated.

Lesson 1 : In the first lesson the central topic chosen was that each child has the right to individual attention and individualised learning. If this prihciple is acknowledged it has consequences for school education and especially for the structure of our educational system. This was illustrated by experiences from different schools where this idea had been tried in practice.

Lesson 2 : In this lesson the relationship between school and parents was the central focus. An active relationship between school and parents was presented as a condition for realizing a flexible school education. The fact that individual differences are connected with social background was also seen as a reason for increasing the flexibility of the school. If the educational pattern changes, parents have a right to know now. At the same time, the process of making a school more flexible places a heavy burden on the teachers. They need direct or indirect support from the parents.

Lesson 3 : The school is influenced by developments that take place in society. Three topics were used in this program as examples of the way in which the development of society influences schools. First, the movement toward more democratic structures. Second, the acceleration in the accumulation and communication of knowledge and science. Third, the way in which the opportunities in an industrialized, wealthy society are used.

Lesson 4 : After each block of three lessons a fourth lesson was inserted as a feedback lesson. In this lesson, the people who developed the course, those who participated in the earlier programs along with specialists and representatives of the teachers who took the course all discussed the programs in a critical way. Course participants could apply to be invited to these feedback lessons.

Lesson 5 : In this program the emphasis was laid on the way in which the problems of transition from one phase in school education to another could be overcome. In Dutch education there

is a transition at 6 or 7 from preprimary education, the so-called "kleuterschool" to elementary education. This change hinders the undisturbed, continuous development of the child. To overcome this problem, preprimary and elementary education are to be integrated in one organizational framework - the basic school. The conditions necessary for achieving this goal were stressed.

Lesson 6 : In Lesson 6 was a continuation of Lesson 5 but this time the focus was on curriculum development for 4 to 8 year olds. It was emphasized that a process like this should be carried out in collaboration with educational boards, inspectors and parents.

Lesson 7 : The importance of the collaboration between primary and elementary teachers was stressed in this program. Organizational problems and those stemming from the changing role of the teachers were the focus.

Lesson 8 : Second feedback lesson.

Lesson 9 : Dutch education generally is organized in grades in which, within the limits of one school year, a certain syllabus has to be covered. The main characteristics of this situation are :

1. Admission takes place only once a year and so groups are homogeneous by age.
2. After one year of schooling selection takes place. Whoever does not meet the minimal requirements is retained and forced to repeat a whole year's program.

The backlash from this system was presented. It was stressed that in this organizational framework three components - pupil, teacher and subject matter - have to be 'together' at the same time. In the flexible school these three can be 'separated' in time.

Lesson 10 : The same problem was worked out in another way. Even within the constraints of a grade system it is still possible to make the situation more flexible, for example by grouping within a grade. Attention was given to work with homogeneous groups of different levels and the use of audiovisual media. The possibilities of working on projects were also shown.

Lesson 11 : In this lesson the changing pattern of behaviour of the pupil was central. In a different organization, different pupil behaviour is to be expected. In this respect the teacher's role is also important: he too has to change, to develop a different attitude towards the pupil as far as choice of subject matter, individual development of the child and improvement of the interaction between the pupils are concerned.

Lesson 12 : Third feedback lesson.

Lesson 13 : The focus in this lesson was on the changing role of the teacher from instructor and judge to stimulator and supporter.

Lesson 14 : This lesson was devoted to ways of breaking down the self-contained classroom. In a more flexible situation team teaching will be usual and the teacher will be available for all the pupils of the school as a source of information and help. At the same time he has to be willing and able to discuss his methods with his colleagues in the team and to lose his former autonomous position.

Lesson 15 : Lesson 15 focussed on subject matter. A distinction was made between skills that have to be learned, such as reading and writing, and knowledge that requires attitude change. Most of the time was allotted to the way in which skill teaching should be programmed.

Lesson 16 : In this lesson a school was visited in which the pupil teacher and subject matter components no longer were tied together within a time framework.

Lesson 17 : This concluding lesson was again a feedback session.

In summary, Lessons 1-3 were directed toward the individual child, the influence of parents in the school and the connection between school and society; lessons 5-7 were devoted to the problems of the integration of preprimary and elementary education; lessons 9-11 focussed on the organizational problems in the creation of a flexible school, particularly the breakdown of the self-contained classroom and the age-grade system; lessons 13-15 emphasized problems caused by changes in the teacher's role; lesson 16 tried to integrate the different aspects in an actual school situation.

3.2 Written material

To help the course participants to reflect on that was presented in the TV programs, a book was published called : "De Vraagbaak" (Information material). In this book a theoretical framework was given in a number of chapters written by different authors. These articles paralleled the TV lessons. Apart from these theoretical contributions, articles written by people who put the ideas into practice were also included. By means of this written material it was possible to recapitulate the subject matter at one's own rate and in one's own fashion. In this way the superficial aspects of a TV broadcast could be overcome. The second part of the written material was called : "Kijkwijzer". This material was meant to support the TV programs, to indicate how they could be watched and to suggest discussion questions. The Kijkwijzer therefore contained :

a. the most important points from the lessons;
b. the questions that could rise among the viewers;
c. an indication of the articles from the Vraagbaak that pertained to each lesson.

The third type of written material was the monthly periodical, "School". The editors of this periodical decided on the contents while the course was ongoing so that account could be taken of teacher response.

3.3 Regional meetings

These meetings were organized to try to avoid one-way communication not least because the course organizers considered that in the flexible school team teaching should play an important part. Use was made of the existing part-time course framework at teacher training colleges. Meetings were organized in those areas where the need was felt and the frequency of the meetings was determined at local level. The organizers did suggest that as much use as possible should be made of the 'feedback' programs. In a special brochure "Information and suggestions for instructors", advice was offered to those specialists who led the discussion groups. This brochure was made available before the regional group meeting started.

FIGURE 4 - SCHEME OF THE COURSE

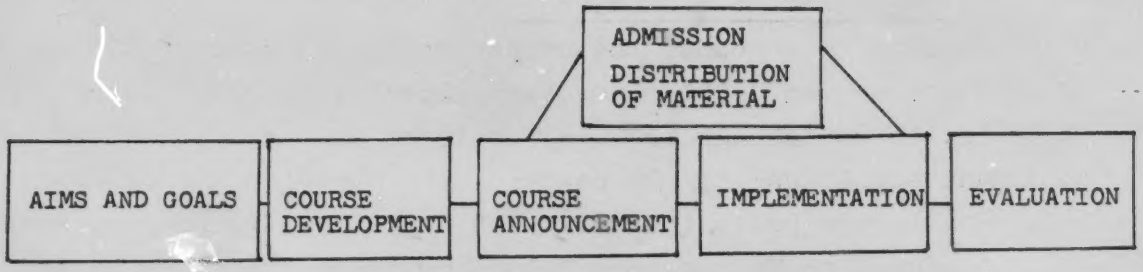
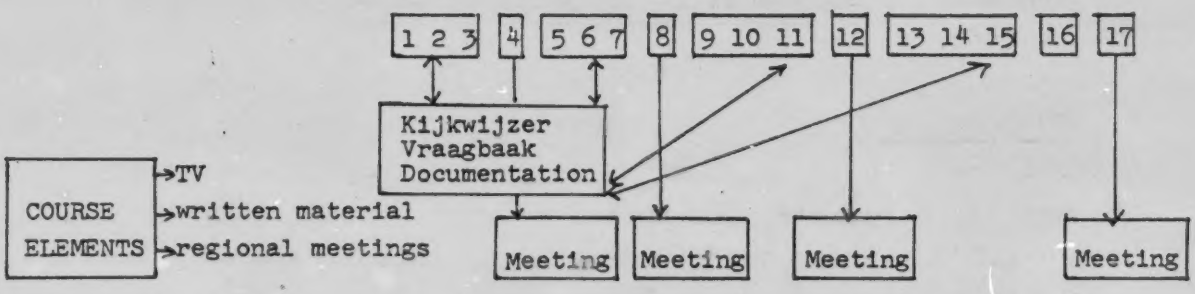


FIGURE 5 - ELEMENTS OF THE COURSE AND THEIR CONNECTION



4. The announcement of the course :

The campaign to announce the course consisted of : 30.000 leaflets that were sent to 8,000 elementary schools, to 7,100 preprimary schools, to 93 teacher training colleges and to 1,615 libraries and municipalities. 1,600 posters were distributed. A message was sent to the press, including the educational journals. A one-minute advert on TV was broadcast four times. An information meeting was held on June 7th, 1974 for the inspectors of pre-primary and elementary education. A press conference was organized on the 5th of September 1974. The most effective method proved to be the Teleac leaflet and the articles in the educational press. 30 % of the participants quoted these as major influences while 25 % decided to participate after having seen the TV spot.

5. Evaluation :

A participant in the course was defined as anyone who ordered the written material. The number of such participants was around 7,700. After the course was completed, data on a random sample of 1,200 of these participants were gathered through a questionnaire but only 36 % of these responded. Earlier research has shown that a difference exists between respondents and non-respondents and thus the data has to be interpreted with care. Some of the data are shown in the following tables.

Of the respondents not currently employed in education, 6 % had been employed before and 3 % intended to apply for a position. 85 % of the participants were from the group for which the course was meant : the teachers in preprimary and elementary education. 41 % of these participants were principals of elementary schools and 14 % were principals of preprimary schools (kleuterschool). 26 % were teachers in an elementary school and 2 % taught in a kleuterschool. The elementary school principals were most interested in the course. 51 % of respondents were employed in a school with over 6 teachers on the staff. Over 70 % of the respondents were under forty years of age. Motivation to join the course was different as can be seen from Table 1. 91 % of the participants ordered the course before

the first lessons started. Only 9 % joined the course later. 53 % of the respondents saw all the TV lessons, 45 % saw 15 lessons or more and 64 % watched more than 12 lessons. No information is available about the number of people incidentally watching the programs or whether some people stopped watching after a certain number of broadcasts.

From the participants who responded 101 persons attended the group meetings and these were generally highly valued. A comparison between those who attended the meetings and those who did not, is shown in Table 3.
Table 5 shows how the "Kijkwijzer" and the "Vraagbaak" were used: it can be seen that they were used very irregularly and that often people did not use the material at all. This may be because the contact was unsatisfactory.
About 45 % of the respondents considered the "Kijkwijzer" easy to read, the contents clear and easy to understand and about 33 % considered the content "satisfactory". Opinions about the "Vraagbaak" were similar.

Finally, it is perhaps significant that 37 % of respondents said that the course offered them no new information. The wider implications of this, and the overall evaluation of the course, are considered in Section 3 of this report.

TABLE 1

Motivation for participation :

- Innovation activities working toward flexibility	31 %
- To keep in touch with new developments	28 %
- General information and orientation	18 %
- To find new ideas	15 %
- Other	25 %
- No response	7 %
	124 %

The total of 124 % was reached because some of the respondents reacted more than once.

TABLE 2

Last TV lesson watched, according to number of lessons taken (395 participants who started with Lesson 1) :

Last lesson taken	Number of lesson watched							
	1 or 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 16	17	Total
Lesson 1 or 2	50%	-	-	-	-	-	-	ø
Lessons 3 - 5	-	33%	-	-	-	-	-	2%
Lessons 6 - 8	-	42%	48%	-	-	-	-	8%
Lessons 9 -11	-	4%	4%	42%	-	-	-	7%
Lessons12 - 14	-	-	13%	13%	30%	-	-	9%
Lesson 15 or 16	-	4%	4%	11%	27%	37%	-	16%
Lesson 17	-	-	3%	14%	27%	45%	88%	40%
No response	50%	17%	28%	20%	16%	18%	12%	18%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Number of respondents	(2)	(24)	(46)	(55)	(80)	(91)	(97)	(395)

TABLE 3

Preference concerning methods of information about educational innovation :

	participants in group meetings	non-participants	sample
Correspondence course	4%	6%	5%
Group meeting for discussion	33%	18%	21%
Information brochure	3%	6%	5%
Day meetings for information	30%	18%	21%
Articles in professional journals	2%	9%	7%
Teleac course	15%	23%	21%
Other	10%	12%	12%
No response	3%	8%	8%
Total	100%	100%	100%
	(n = 101)	(n= 333)	(n= 434)

TABLE 4

Evaluation of the TV lessons :

	A	B	C	D	E	No resp	Total
- By watching the TV lessons I acquired many (A) / few (E) ideas	3%	16%	28%	26%	25%	2%	100%
- The information from the TV lessons was for me useful (A)/unnecessary (E)	11%	26%	35%	18%	8%	2%	100%
- The presentation of the TV lessons I consider good (A)/not good (E)	11%	27%	27%	18%	14%	3%	100%
- Many ideas that were presented are in our school already implemented (A)/ not implemented (E)	9%	24%	26%	14%	11%	16%	100%
- Many ideas that were presented can in our school be implemented (A)/ can not be implemented (E)	8%	21%	27%	17%	10%	17%	100%

TABLE 5

Response to the question how "VRAAGBAAK" and "KIJKWIJZER" were used :

	VRAAGBAAK	KIJKWIJZER
Contents studied always before broadcasting of the TV lesson	4%	10%
Contents studied always after broadcasting of the TV lesson	3%	3%
Contents studied before and after broadcasting of the TV lesson	5%	7%
Irregularly	59%	50%
Not yet used	27%	23%
No response	2%	7%
	100%	100%

TABLE 6

Degree in which ideas from the TV lessons in own school are implemented compared to the degree in which the ideas are considered workable :

	Degree in which ideas are considered workable					
	(workable)				(not workable)	
Degree of implementation	(A)	(B)	(C)	(D)	(E)	Total
already implemented (A)	30%	7%	10%	4%	5%	9%
(B)	36%	55%	16%	23%	12%	24%
(C)	17%	23%	48%	24%	26%	26%
(D)	5%	12%	16%	33%	12%	14%
Not implemented (E)	3%	3%	10%	16%	45%	11%
Not relevant	-	-	-	-	-	16%
Total	100%	100%	100%	100%	100%	100%
Number of respondents	(n =48)	(n=36)	(n=91)	(n=74)	(n=42)	(n=434)

TABLE 7

Degree in which ideas from the TV lessons are implemented in own school compared to level of employment.

	Area of employment of the respondent		
Ideas from the course are in our school :	Preprimary education	Elementary education	Total
already implemented (A)	23%	6%	9%
(B)	28%	27%	4%
(C)	18%	33%	26%
(D)	6%	20%	14%
not implemented (E)	21%	10%	11%
No response + not relevant	4%	4%	16%
Total	100%	100%	100%
Number of respondents	(n=78)	(n=291)	(n=434)

TABLE 8

Degree in which ideas are considered workable in own school compared to the way in which the TV lessons were watched :

Ideas from the course are in our school :	Way in which TV lessons have been watched			
	Individually at home	Sometimes at home Sometimes at school	In school with colleagues	Total
workable (A)	6%	8%	11%	8%
(B)	19%	25%	25%	21%
(C)	27%	32%	30%	27%
(D)	16%	20%	17%	17%
Not workable (E)	11%	4%	9%	10%
no response	21%	11%	8%	17%
Total :	100%	100%	100%	100%
Number of respondents	(n=211)	(n=75)	(n=139)	(n=134)

Case Study II - The experimental counselor training program in Utrecht University

1. Background

The Ministry of Education took the initiative in implementing a counseler training program several years ago. Many important changes in the Dutch educational system, as well as in Dutch society, inspired this decision. It was thought that a more elaborate and sophisticated guidance service had to be available for secondary school pupils and that people therefore had to be trained to work as guidance counselors in schools. The emphasis was laid on secondary schools, ages 12 - 18, because recent changes had been most frequent there and some sort of guidance service obviously had to be offered in those schools. Moreover, the activities of the regional and local support services are directed mainly to the primary level and are not very important at the secondary level.

Some of the changes influencing the educational system at the secondary level are the following :

1. The breakdown of the age-grade system and the abolition of retention (see the first case study). Flexible grouping, individualization and differentiation will also increasingly be implemented at the secondary level.
2. The influence of the pupil on his own learning program will grow in the near future. Pupils in the higher grades already select their own 'package' of subjects.
3. There is a tendency towards integration of different educational streams at the secondary level. Recently the Minister of Education presented a report in which the outlines of the future structure of education are given. In this report the move towards integration has become official policy. One special issue in this proposal is the integrated middle school in which pupils aged 12 to 16 will be brought together in heterogeneous age groups. A system of differentiated grouping will open up the possibility of having children engaged in activities that take place partly in homogeneous groups, partly in heterogeneous groups and maybe partly also individually. One of the aims of this proposal is to promote equalization of opportunity for all children in the country. Another aim is to postpone the moment of definite choice of

a career-directed education until the 16th year.
4. These changes in educational organization also affect the traditional relationship between teachers and pupils. It should be remembered that teachers in secondary schools have not necessarily had any formal teacher training: they are specialists in a field like geography, biology, etc. Secondary teaching has traditionally been considered to be a process of learning 'on-the-job' which one survived or not.

Improvements in the guidance of the pupils have been achieved in two ways. First, Dutch teachers work with form groups and function as "mentors" to them. The responsibility of the mentor is to help the students cope with the requirements of the school and to support them in the processes of decision-making they have to go through. Second, most schools offer the services of a "schooldekaan" (schooldean) whose job it is to inform the pupils about different educational and career opportunities after they leave school. These schooldeans have sometimes been prepared for their job by a very modest training program (5 to 8 days) and often have had no training at all. Their effectiveness varies a great deal, as does the number of pupils they have to work with. The schools have not yet been able to handle these different roles nor has legislation helped. Because of this, problems have arisen about their position in the schools and their relationships with colleagues.

2. The aims of the course

The teacher's task nowadays is seen as broader than simply being responsible for his own teaching. He is part of a process in which all the teachers have a joint responsibility for pupil guidance through the school as a whole. However, when the process of teaching and learning gives rise to a need for counseling of the individual pupil, teachers generally have neither the time, the knowledge or the necessary skills.

i) Decision processes.

a. Decisions have to be made during and after the bridge year. Most of the time these decisions are taken on the basis of achievement tests without much attention being given to the pupil's personality or his own options regarding his future.

b. Related to this is the process by which the subjects are chosen that will form the basis of the pupils future learning. In this area improvements have been made by the introduction of the schooldean, who also supports and guides the process of career choice.

ii) Personal problems.

A second group of problems is that in which personal problems regarding the teaching/learning process occur : impending drop-outs, conflicts in school, or situations in which pupils need some sort of professional help. The same holds in those cases in which problems arise from the need to adjust in groups. As long as no pathological phenomena are concerned, counseling by the teacher may be adequate. Another service in counseling may be that of making contacts where these are blocked for some reason; for example, these may be contacts between pupils and teachers, between parents and teachers, between some teachers and others, between pupils and school administration and in some cases even between parents and pupils. but there also will be occasions in which a child's problems cannot be solved within the walls of the school. In those situations one has to look for collaboration with external helping agencies. It is to all those aspects of counseling that the course is directed. Moreover, the course should be seen in the perspective of the changing school. An important aspect of the course is to elicit from the teachers who take part, willingness and capability for change.

As a means of formulating objectives for the course, a profile was constructed of the counselor (Dutch: leerlingbegeleider) who will be trained on this course :

1. He will try to promote improvements in problem areas in the school situation.

2. He will be knowledgeable about educational problems in general and especially those concerning his own school.
3. He will be able to cooperate with teachers and pupils on the basis of his own educational knowledge.
4. He will possess both the capacity and skills for counseling pupils.
5. He will carry out a combination of teaching and counseling duties.

The different activities in the course were derived from this profile e.g.

a. Group dynamics and counseling practicum.
b. Educational methods and theory of learning.
c. Knowledge of the adolescent period.
d. Psychology of careers, of maturation processes and career choice and knowledge of careers.
e. Problems and techniques of pupil evaluation.

In all these areas, emphasis is laid on practical experience in the framework of the course. The theoretical aspects of those subjects are treated as background to the task that has to be performed during the course. In the program the emphasis is laid on the subjects mentioned under a, b and c: these are the subjects to which most of the time and energy is allotted.

3. The organizational framework of the course

Since March 1972 activities have been developed within the Pedagogisch-Didaktisch Instituut voor de Leraarsoplaiding (Teacher Training College) of the University of Utrecht, to develop a course meant for teachers in secondary education who in the future were to find an important part of their work in the counseling of pupils. This was done on the request of the Ministry of Education of the State of the Netherlands. Before that date an advisory committee was already established which was actively engaged in the preparation of this course and the determination of its policy. The committee still serves as adviser to the people who direct the course. In this organizational framework, the course and its staff are part of the University and make use of its facilities. Because those facilities at first

were rather poor, it has taken some time for the staff to find reasonable accommodation in which the necessary facilities are available. The course is currently being given in a building that is close to one of the Utrecht railway stations. This is a lucky situation because the teachers who attend the course come from throughout the whole country.
During 1975-1976 the course is organized on Mondays and Tuesdays and takes place every week. Moreover, once in 14 days an evening meeting is organized on Monday. On those evenings the program is meant to support the day program by offering some extra information. The course is divided into a first semester, an interim period and a second semester. The interim period is considered as an appendix to the first semester and is meant to finish those tasks that have not been completed in the first semester. In this way a flexible transition to the second semester is made possible. The first semester consists of 17 course weeks in which the last week is used for evaluation by the staff members. The second semester consists of 18 weeks and once again the last week is meant for evaluation.
On each course day, 6 hours of course work are scheduled. During the week each trainee has to spend about ten hours of work at home to cope with things that have to be done for the course. The individual assignments are designed to link the course work and the teachers' everyday professional experiences and needs. As far as possible, the staff try to relate the course to the personal needs of the trainees.

4. Contents of the course

A description will be given now of the most important aims and objectives of certain major parts of the course and the way in which they will be reached.

4.1 Group dynamics

As general aims for this part of the course, the following statements were made :

a. to promote group cohesion;
b. to give the participants a frame of reference for group work;

c. to promote and enhance the growth of the participants (growth is here defined as a deepening of insight and feeling for one's own behaviour, especially in relation to others);

d. to promote insight into group dynamics;

e. to promote sensitivity to cues that indicate problems.

Two components are important in this section of the course : one is the acquisition of knowledge by means of instruction, analyses and so forth; the other is the experience of one's own behaviour and that of others in open and more structured situations. For this section of the course 12 X 3 hours are available. The units, of 3 hours each, are divided as follows :

1) 30 minutes of theoretical instruction. The topics are selected by the leaders of the groups in response to the experiences of the previous week and the suggestions of the participants.
2) 30 minutes of structured exercises related to the theory that has already been presented and directed towards aspects of work as a teacher.
3) A session of 1 1/2 hours of small group experiences in which each group consists of a third part of the participants i.e. about 9 participants each. The composition of these small groups remains constant during those 12 weeks.

Each group has a group leader (facilitator) and determines what will be the subject of the session.

The evaluation is directed toward 3 aspects of this section :

1. The cognitive element, which is tested by means of a pretest and a post-test. The pre-test also helps to assess the participants'entering characteristics.

2. The effects of the course, as far as they can be measured by attitude scales and sociometric techniques. Checklists and self-evaluation instruments are also used to establish whether the aims of the course have been reached.

3. The experience as such. By means of two instruments, the participant's feelings about the group leaders are meamured. Moreover, the participants write an essay on their opinion about their

experiences in a small group. Beside these tasks, the participants are supposed to make a choice of one of the following activities :

a. To write a paper with the title : "Who am I ?"
b. To observe a certain group (e.g. a class) using a structured schedule.
c. To describe, using concrete examples, ways in which this section of the course has been relevant for their own work as a teacher.

The evaluation of the first semester has shown that in general the participants valued the experience in small groups as being very profitable. Other experiences mentioned favorably are the role playing sessions. Many noticed changes in themselves. Though three participants valued a theoretical approach most, the majority of the participants felt that the practical aspects of the section were most appropriate for their purposes. They wanted to spend more time on this section.

4.2 Education

In the first semester, the education section has focussed on the use of models of curriculum development. To reach this point the semester was divided in two phases :

1. The phase of training.
2. The phase of application.

In the training phase the acquisition and practice of techniques in curriculum development was the main point.

In the application phase a system of differentiation has been used in which an integration between educational theories and educational practice could be reached and in which account could be taken of the experiences of the participants in their own teaching. situation. To assess the entering behaviour two instruments were used :

1. An open inventory in which desires and expectations could be expressed.

2. A list of 36 concepts each of which the participant was asked to define. On this list of concepts the lowest score was 7 and the highest 42, indicating a wide difference in knowledge of

educational concepts. Because of this, the group could not be treated as a whole. For the first semester, each session of 3 hours was divided into 1 hour of educational theory and 2 hours of educational practice.

The education theory program and bibliography were made known beforehand. Three possibilities were open to the participants :

1. Study of literature only.
2. Study of literature and participation in lectures.
3. Participation in lectures only.

During the two hour practice sessions the participants were engaged in a project of their own. This project was determined by two factors. First, it had to be related to curriculum development and second, they had to be able to complete it in about 12 weeks. An integration of theory and practice was also used as the basis for training in curriculum techniques.

The evaluation was based upon the submitted curriculum projects and by an opinion questionnaire. The participants showed themselves to be generally very satisfied particularly with the possibility of working on a project of their own.

In this section too, practice was more highly valued than theory. Most of the students chose the third possibility, the lecture, because they lacked sufficient time to study the literature.

4.3 Knowledge of adolescent youth

The aim of this section of the course is to enrich and structure the knowledge of ideas and facts pertaining to adolescent behaviour in the broadest sense of the word, and especially as it relates the professional work of counselors. In three morning sessions certain subjects like the character of youth, family life, physiological background, changing historical approaches to adolescents, etc. have been treated in discussion groups. Those subjects have then been elaborated in lectures group discussions and plenary discussions. This process was supplemented by written material. After one semester, the staff member who teaches this part of the course is satisfied by the results. The same is true of the participants, though the evaluation of this section has posed problems because the ways in which the work is done are so individualized and distinctive.

4.4 Theories of change in education.

The approach in this section has been to come as close as possible to the practical situation of the participants in the course. Thus the program started by identifying the resistance to be expected in introducing counseling in schools. The second theme introduced strategies for the implementation of educational change and related these to the participants' own situation. After that, discussions took place about the Minister of Educations proposals to develop the educational policy of The Netherlands in the coming 25 years. Written material was used for this section including some articles that were given to the participants beforehand in the form of a reader. In this section, the teaching methods used were short plenary introductory talks, group discussions, plenary discussions and some individual assignments. There has been no systematic evaluation of this section of the course. The impression is, however, that it was valued as helping the teachers to implement counseling activities in their own situation and because of this, their motivation was very high.

4.5 Theories of the counseling

In this section the participants were asked to develop their own theoretical frameworks. Thus the theory taught in this section was not aimed at diagnostic skills, but at helping the future counselor to work out his own philosophical stance on methods of counseling. With this aim the most important theories of counseling have been taught to enable the participants to make their own choices. Not only were the psychological aspects treated but the links with anthropology and philosophy were also demmonstrated. A second aim was to support a study of literature which was to be undertaken afterwards. A third aim was to encourage participants to discuss their position amongst themselves. The staff member who is responsible for this section is satisfied with the results but feels that in the second, developmental phase of this experimental course more time should be reserved for this section so that the subject matter can receive more adequate treatment.

4.6 Counseling practicum

In this section, knowledge of the counseling process, the promotion of skills in counseling interviews and ways of treating the process of counseling were chosen as aims. Attention was given to helping and relating skills and to the ethical aspects of counseling. The practicum sessions consist of discussion, role playing, exercises in listening and counseling interviews. These counseling interviews are taped and afterwards analysed within the group or in a one to one talk with the teacher; this latter approach will be used mainly in the second semester.

5. About the participants

Although the original program was not planned to serve students from a specific group of schools, the first program finally started with a group of students from schools that have some kind of link with the innovative middle school project. This called for some minor changes in the overall curriculum. Next year students from outside the middle school project will be able to participate as well. The current number of students is 26. Their school backgrounds are very diverse and they come literally from all over the country. They were selected by means of an interview and certain formal entry requirements e.g.

a. A teaching licence for secondary education or a comparable licence.
b. A minimum 5 years of educational experience in a teaching position of at least 2/3 of a weekly assignment.
c. Currently employed in secondary education in a counselling role.
d. Skills in reading professional English.
e. Agreement that the school in which he/she is employed will be interviewed about his admittance.
f. Agreement to participate personally in a small-group experience in which group dynamic processes will be studied.

Because the course demands attendance during two days a week, the teacher who participates has to have a reduced teaching load. The Ministry of Education has made special arrangements to compensate schools for this reduction, to pay travel expenses and

full salaries and the safeguard participants' legal position. It should be noted that this is a unique situation because no other INSET course in the Netherlands has got comparable facilities as yet.

6. Evaluation

At the time of writing, the course has been in operation for one semester. At the end of this semester reports have been made by the staff members on the course and these have been discussed at two day conferences in which all staff members participated. These reports have been made on the basis of a set of questionnaires and inventories that have been made to see how the participants valued the program. The data have also been used as a means of formative evaluation in planning the second semester and to revise the prepared materials.
Another means of evaluating the course program is a protocol that is written out by the teacher after each lesson and for which a special form has been developed.

7. Certification

At the end of the course a certificate will be given to the participants. For the first year this will simply be a certificate of attendance. In future courses criteria may be developed that are valid in assessing the skills of the candidates to be engaged in counseling activities. Instruments for the measurement of these skills will be tentatively formulated in this first experimental year and will be administered during the experiment without any consequences for the actual participant in the first year. The legal status of this certificate is unclear at present.

8. Follow-up

After the conclusion of this training course there will be follow-up activities during the following years. This follow-up will consist of two week-end and two regional conferences. This follow-up will be used to discuss actual problems and, if possible, to offer new information.

9. The staff of the course

Most staff on the course have an universitary education. Some of them have a special training in educational counseling in which they have studied educational guidance and counseling as it is done is some other countries outside the Netherlands, especially the USA. Other specialisms among the staff are : educational methods, philosophy of education, theories of learning, sociology of adolescent youth and developmental psychology. The staff consists of two full-timers and several part-timers most of whom are employed by the University. Some are hired from other institutions for specified periods. Salaries are based on University scales.

Because of the earlier mentioned initiative of the National Government the budget of the course is part of the Ministry's budget and does not draw upon the regular University budget. It is made up per calendar year and agreed upon by the Ministry of Education. The budget for 1976 is estimated from f 1.783.000, 25 % of which is spent on staff salaries. The costs of material amounts to 3 % and of housing 11 %. This last percentage is very high in 1976, because during the first year investments had to be made in rebuilding the present practicum facilities and to effect some other necessary changes. By far the largest amount (61 %) was made up of outside costs which include travel and subsistence expenses to participants and payments to cover reduced teaching loads.

The follow-up is also included in this amount. It thus goes up to a mean of f 30.000 per participant. The participants themselves don't pay anything to attend the course. The only condition is that they posess a cassette tape recorder of reasonable quality.

10. The announcement of the course

The first experimental course was publicized to 38 schools or groups of schools engaged in the innovative middle school project. Out of these 38 schools responses came from 30. Finally 27 schools asked to participate in the course, sending in 51 applications for 25 places. The selection procedure has been executed as described

above. Twenty-seven applicants were accepted of which one in the meantime has left the course. For the second experimental year 1976-1977 all schools at the secondary level have received publicity (± 2.000 schools).

Case Study III - INSET in the Creative Arts

1. Introduction

One of the problems of education that is continuously causing discontent is the creative arts. In this area results tend to be estimated as unsatisfactory and this will generally be attributed to the fact that such teaching is a gift more than a skill. Now if this were in fact the case, the results in the creative arts would be due to the luck of having a teacher who happens to be adequate in the field.

Because the teacher training colleges clearly do not succeed in providing the students with adequate creative arts teaching skills it is no wonder that time and again INSET for such teachers have been tried. Though not much success is reported from these enterprises, one INSET activity finally seems to be worth attention because it has succeeded, more or less, in developing a model for INSET in the creative arts. It came about as a follow-up to a survey of creative arts in elementary schools carried out by the Board of Cultural Affairs in the Dutch province of Noord Holland.

Reviewing the results of this survey, the Board established a working party that had to present a program for relevant INSET activities. The survey findings included the following :

1. Because Dutch teachers in elementary schools are required to teach all the subjects in the syllabus it is impossible for them to perform in each subject as specialists.

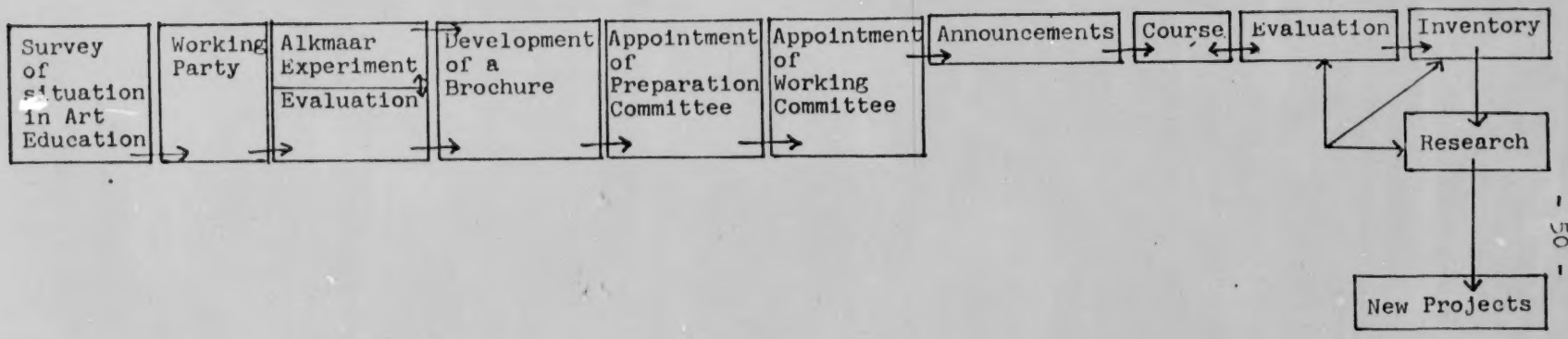
2. Only exceptionally is there a continuous line of development in the area of creative arts in schools.

3. The subjects that together constitute creative arts are generally considered to be marginal activities which, since they are leisure pursuits, should not block activities in the area of cognitive development.

4. Because of this in most of the schools the level of creative arts teaching is dependent on the initiative of individual teachers and not systematically elaborated.

5. There is a general tendency to value the products of creative art teaching more than the process itself.

Figure 3-1


Survey of situation in Art Education
Working Party
Alkmaar Experiment
Evaluation
Development of a Brochure
Appointment of Preparation Committee
Appointment of Working Committee
Announcements
Course
Evaluation
Inventory
Research
New Projects

6. Only in those schools that have a certain amount of flexibility in school organization is a situation in creative arts observable that is slightly more favourable than has been depicted above.

With these data as a background the working party developed a format for INSET that gave rise to the first series of INSET activities in the city of Alkmaar. In this series a collaboration was developed between the Pedagogic Centres that work on a national basis, the Board of Cultural Affairs for the province of Noord Holland and the Dutch Foundation for Creative Arts Education. The Dutch Foundation for Creative Arts Education is a kind of specialized support centre on a national basis that has as its task to support and develop creative arts in the different types of school in the country. The Foundation works at all levels from kindergarten up to secondary education.
The Foundation has had an increasing impact on creative arts in Dutch schools. The INSET activities in Alkmaar were a pilot study in the areas of art, music, drama, audiovisual skills and dance as elements of the creative arts in school. It was evaluated in a research project carried out by the Dutch Foundation for Creative Arts Education NSKV. This case describes the period from January 1969 until June 1972.

2. Development of the INSET course

2.1 Survey research

The survey mentioned above was carried out in schools that were considered by the State Inspectors for Education to be schools in which the situation of creative arts teachers was favourable. The conclusions of this survey have been summarised in the introduction.

2.2 Working party

Because of the results of the survey the working party was appointed consisting of representatives of the State Inspectors for Education, representatives of the pedagogic centres on a national basis, representatives of the board of cultural affairs in Noord

Holland the staff member for elementary education of the NSKV, teachers of art education in teacher training colleges and, finally, some artists. In ten sessions the working party developed a format for INSET in which the following considerations formed an important part.

1. INSET in creative arts should concentrate on activating the endowments and preferences of the participants.

2. INSET in creative arts should be directed towards desired innovative practice in schools. To promote specialized skills among teachers is an important aim.

3. INSET in creative arts should necessarily be extensive in time.

4. Decisions to take part in INSET in creative arts should be taken by teams of teachers as a whole.

5. The content of INSET should not be determined by the trainer alone. The participant should have an opportunity to participate in the decision making from his own practical situation.

6. In the INSET of adults, methods from the field of social psychology have to be used.

2.3 The Alkmaar experiment

From the format developed by the working party the Alkmaar pilot study was derived. The INSET activities were headed by the staff member for elementary education of the NSKV and a staff member of the board of cultural affairs in Noord Holland. 127 participants applied for this course. Soon after it started, an investigation was held into the motives of course applicants. 106 of the course participants answered the precoded questionnaire which asked them to indicate the 3 motives they considered most important in their decision to apply for the course. The item "to help children to become creative in their work" had the highest score. Next came items that were dependent on this one, and as "the discovery of new possibilities in the area that was chosen" or "to have a sounder basis in lessons in the area of creative arts". Low scores were noted for "the personal development or refreshment of one's own creative activities" and for items related to the deepening of insights into the philosophy

of creative arts teaching. Items referring to the desire to specialize in a certain part of creative arts teaching and to the development of more specialized teachers were frequently scored. The participants thought that one integration of creative arts within the total process of education is more important than the integration of the different aspects of the creative arts among themselves. The questionnaire showed that the most frequent motive for participation was the expectation that the course would answer their practical teaching problems.

After 10 lessons (the total course lasting for 30 lessons) a questionnaire was administered that gave a basis for formative evaluation. As might be expected, the lessons most valued were those relevant to the development of technical and didactical skills. Those lessons that were directed towards general education met with less enthusiasm. This led the course developers to formulate the hypothesis that if the participants come primarily to extend and improve their own teaching skills and do not come primarily to develop their own creative skills it is to be expected that lessons in which the former is stressed will be more highly rated than lessons in which the latter objective is stressed. This hypothesis was tested by means of a very simple design consisting of two successive evenings of course work in which the two types of content were presented. The first evening emphasized the creative development of the participant, the second was tailored completely towards practice in school. The course leaders observed both evenings and at the end of each evening administered a questionnaire containing 5 questions. From this, not very sophisticated, research program the following conclusions were considered interesting. First, the hypothesis was confirmed, but not to the extent indicated in the original motivation questionnaire. Second, the way the different trainers in the course were valued was as much dependent on the personal approach of the trainer as it was upon the participants' preferences for lessons tailored towards school practice. Further information was sought from evaluative conferences between the INSET program leaders and the team of teachers held after each block of five lessons. The conclusions from these conferences were :

a. A certain amount of resistance from the teaching team to the conferences was noted;
b. the evaluative conferences brought to light differences in opinion about aims and methods and to the use of observation and research.

The effect of these conferences has been that the teaching team as such felt more involved in the totality of the INSET program, was more willing to review former opinions and to adjust to the wishes of colleagues and participants as well as to function as a team and to increase critical self reflection.

2.4 The brochure

The evaluation of the pilot study carried out in Alkmaar gave rise to the development of a brochure entitled: 'Information concerning INSET activities in the area of the creative arts for teachers working in elementary education.'
The brochure began with the pilot study conclusion that in the realm of Art Education only a continuing INSET program will give sufficient support to the implementation of innovative ideas. This conclusion was worked out in the brochure and led to an estimate that 30 evenings of three hours each would be sufficient to offer an INSET program to enable teachers to become a specialist in one of the areas of creative arts. It was considered important to start from the experience of the participants and to adapt theoretical exposition to practice instead of the other way round. The participants chose from one of the five sections mentioned earlier. They did so because of their own developed skills or interest in this particular area. The five sections of the INSET program were scheduled in parallel and held in the same building to make integration between them a possibility. Thus plenary sessions also had to be organized.
In each program a number of phases can be distinguished. Each sector had two trainers and was subject to evaluation because of the experimental stage of the program. These points will be elaborated later on.

2.5 The preparation committee

This committee was appointed to make intensive and efficient preparations for the courses. It consisted of representatives of local or regional departments of the teacher unions, representatives of municipal councils, schoolboards, school inspectors, regional teacher training colleges, local or regional schoolsupport services, institutes interested in extra-curricular activities, further pedagogic centres and the staff member for elementary education of the NSKV. This commission split up into a working committee and a committee of advisers who reviewed the information about what went on in the course.

2.6 The working committee

This committee was charged with the actual organization of the INSET program. It had to find adequate trainers as well as a program leader who assumed the daily responsibility for the project. Further it had to look for a curriculum development agency that in collaboration with the foundation for creative arts would develop the program content. They had to find a location for the program and to prepare the publicity for head teachers and teachers in elementary schools. Furthermore they were responsible for the financial aspects.

The recruitment of the trainers had two special features. As was mentioned before, in each sector of the course two trainers were appointed to create opportunities for interchange between trainers and to open up the possibility of a double program in each sector. It was supposed that the decision process about course content would be improved in this way. Attempts were made to bring together in each sector different specialists, for instance in the arts sector a drawing specialist and a craft specialist were appointed. The second feature was that trainers were recruited from the region in which the INSET activities were held to facilitate follow up possibilities. In many cases the trainers came from pedagogic centres or support services. The leader of the INSET program was considered to be a key figure. His main task was to coordinate the process of the INSET activities and its evaluation. In some areas the INSET leader had

administrative assistance and it was noticed that this improved the quality of the process because the leader could give more attention to the social aspects of the program. Program leaders who were flexible and unconventional, who could relate easily to people, who were able to lead discussions and who were good organisers, were the ones sought. They had to be able to act as an intermediary between teacher and participant and to be knowledgeable in group dynamic processes; and of course they had to be interested in art.

2.7 The announcement of the INSET program on art education

The overall program was announced by mailing the brochure to all elementary schools in a certain region or city. Included in this brochure was an information leaflet with specific data about the program in that area. The next move was the organization of a meeting of head teachers of the schools. In this meeting information was given about objectives and organization of the programs and an opportunity was given for discussion. After receiving the application for the program a meeting was held in which information was given to the applicants. Only after this meeting was the application considered definitive.

2.8 A closer look at the programs

2.8.1. The content of the program :

Because the programs have an open organization optimizing the cooperation between teachers and participants, the content is only described here in general terms. Each program consisted of 5 sectors : drama, art, music, dance and audiovisual skills.

Drama : in this sector it was tried to expand the possibilities for drama in elementary education.

The program encouraged the participants' inventiveness and their ability to handle different forms of play themselves. They were trained in verbal expression and they undertook short improvisations, pantomine, role play, dramatized stories played with puppets, etc. Ways in which these methods could be used in other subjects were also considered.

Arts and crafts: the distinction between arts and crafts is no longer seen as a meaningful one. This was the starting point from which the teachers in this program tried to develop activities that could be used in their own school situation.
Music : in this sector the participants' own musical skills were expanded. Attention was given to knowledge of songs, to direction, to the development of hearing to the possibility of making music with children in a creative way. The Orff instruments were introduced.
Dance: in this program dance was introduced as free expression in movement; children would be able to express in movement their own feelings and as such experience their total personality.
Audiovisual skills : this sector was directed towards making teachers confident to make use of the technical and expressive possibilities of the media. Attention was paid to techniques of making pictures, making of picture-stories and so on, to work with tape recorders on interviews, radio strips, etc., to animation and to the making of films showing stories.

2.8.2 The organizational framework of the program

In each sector the program consisted of 30 evening sessions lasting 3 hours each and the program was organized in the following way:
Three phases were distinguished :

a. phase 1: 5 evening sessions were directed toward the exploration of the participants' creative possibilities and the first introduction of techniques that could be used in the chosen sector.

b. phase 2: in this phase the development of the participants' own creative possibilities was continued and more attention was given to their own practice in school and the various possibilities open to them. This phase consisted of about 20 evening sessions.

c. phase 3: the last 5 evening sessions were directed towards the integration of the different possibilities that each of the 5 sectors offers in the total field of creative arts.

The main schedule of each evening session was :

7.15 till 8.40 course work
8.40 till 9.00 intermission
9.00 till 10.00 course work
10.00 till 10.15 round table conference

In the round table conference the trainers tried to evaluate whether content and methods were in line with what the participant expected. The participants had an opportunity in these round table conferences to influence the future programming of the course work. After each evening session one of the participants filled out a questionnaire devised by the course leaders. These reports were distributed by the NSKV to the trainers, the participants and the program leader. These reports were the starting point for the evaluation conferences that were held after 5 evening sessions by program leaders and trainers.

2.8.3. Certificate

At the end of the program a certificate of attendance was given. This certificate does not serve for salary or career improvement purposes.

2.8.4. Finance

The format of the program made it impossible to integrate them in the regular framework of INSET programs in teacher training colleges. This had consequences for the method of financing the course because the municipalities had to pay for the programs and it took a great deal of energy to acquire the necessary money. During the year 1970-1971 the Ministry of Cultural Affairs gave a subsidy that covered half the total cost of the INSET activities. The remaining costs have been paid by the municipalities. The financing of the original pilot course in Alkmaar was slightly different. It was paid by the pedagogic centres, the board of Cultural Affairs in Noord Holland and the Foundation for Art Education. Moreover each participant had to pay a contribution of f 50. In total 104 INSET courses of this type have been organized.

2.9 Evaluation

2.9.1. As was shown in the foregoing, a main theme of the evaluation procedures was the difference between the expectations of the trainers and the participants. These differences have been mapped out by means of the data that were gathered during the course activities. It has to be considered however, that the trainers' expectations differed from region to region and from sector to sector. Hence, the summing up of the evaluation results should be considered merely as global indications. It turned out then that the participants mostly had product-oriented expectations: they expected samples of lessons that could be brought into use immediately. They expected to learn techniques that they could use in their practical situation immediately. They also expected guidelines for devising curricula and they wanted everything geared to their practical problems.
On the other hand, the trainers were more inclined to emphasize the process of the INSET activities and the stimulation of the participants' creative possibilities. They tried to develop different attitudes and to stimulate spontaneity, originality and inventiveness. They tried to enhance the personal capacity of the participants to express themselves and their feelings in drama, in movement, in sound and in picture. In short, the participants expected short term solutions of a practical nature and the trainers . long term changes of a processual kind, focussing less on practical solutions and more on personal behaviour.

2.9.2. Division in phases

The trainers of the INSET program thought that division in phases made sense, though not all of the courses had similar phases. The participants noticed little of this construction: the transition from the exploratory phase to the more practice directed phase was hardly noticed. The integration phase was not always, or sometimes only incidentally, reached. There was much resistance to this phase and not every program leader was able to overcome this.

2.9.3. Functioning of the program leader

It was difficult to find people who had all the qualities, but it turned out that the extent to which a program leader was able to coordinate the program was very important for the actual quality of the project. They observed the interaction of trainers and participants and when problems arose they tried, by organizing discussions, to find a solution. To do this qualities are needed which go beyond the organizational and technical. Some of the program leaders, however, turned to the organizational and technical matters to avoid those other aspects, which they felt to be threatening.

2.9.4. The participants' records

As was mentioned before the participants recorded the lessons by means of a simple record form. This form had 4 parts: Part 1 - administrative data (e.g.program, localization, teachers, number of people present); part 2 - a summary of content and procedure of each evening's session; Part 3 - short record of content and process of the round table discussion; Part 4 - remarks.
The way these records were kept was not very satisfactory; sometimes they were superficial and uncritical and they did not always record the views of the other participants of the program. Moreover because the recordings were done by one participant at a time, and one who changed from week to week, there was no consistent way of recording. Suggestions for improvement have been made.

2.9.5. The round table conferences

The round table conferences between trainers and participants in the program have proved to be successful. They gave the trainers an opportunity to check whether their approach was in line with the wishes and expectations of the participants, and the participants had an opportunity to influence the further process of programming the course.
After a while the round table conferences became fewer and fewer. This phenomenon was attributed by the teachers to the fact that the relationship between participants and teachers had become so close that it was easy to express feelings and opinions and special conferences to do so were no longer needed.

2.9.6. Contribution of the trainers

Because each sector had two trainers each of a different background, the teaching teams had an inner diversity. The fact that artists were employed in the program proved to be especially useful in breaking through the traditional way of teaching in these aspects of creative arts. At the same time, the fact that trainers from the teacher training colleges participated, contributed to a realistic approach that kept the program within the limits of activities feasible in an elementary school. Thank to this interaction, a situation was reached in which the overstressing of one aspect could be avoided.

2.9.7. Evaluative talks between leaders and trainers

In the evaluation of these talks, the experiences of the pilot study in Alkmaar have been confirmed. When the talks overemphasized the daily problems and organizational aspects of the program they were felt to be unsatisfactory.
Many of the trainers had not reached the point at which they were able to analyse phenomena and trace their causes. The program leaders did not always sucdeed in showing what the importance of these talks was. Some trainers were irritated because the program leaders made use of too much jargon from the social sciences, but in general there was not much resistance toward these talks.

2.9.8. Plenary sessions

The plenary sessions that were planned to integrate the different sectors of creative arts teaching have not often been held. In some cases they have been held, but in those cases only one format proved to be satisfactory. This was the format in which a play was shown and later discussed by the people who watched it. In 4 of the programs it was done by inviting a political play group "Proloog" to present its play, "A four means a four", which was a critical and satirical analysis of abuses in education.
(Note : In Dutch education educational achievement is graded by numbers from one to ten. In this range a four means unsatisfactory work.)

3. Conclusions

The Dutch Foundation for Creative Arts Education tried to evaluate these INSET programs by means of a questionnaire. Summarizing the results of this questionnaire the Foundation came to a number of conclusions that might offer a starting point for further research. The most interesting of these conclusions are the following :

1. The discrepancy between trainers and participants has remained too wide. In new programs care should be taken to avoid discrepancies such as have been shown in this first study.

2. There is a need to develop organizational models for education in which the creative arts teaching methods demonstrated in these programs can be integrated and implemented in practice.

3. A large group of participants felt that the effect of INSET would remain ephemeral if no follow-up sessions were organized to support the implementation in the schools.

4. Many participants reported that the INSET programs not only influence the way they taught creative arts but that their general professional behaviour was also influenced by the experiences they had during the courses. This was interpreted by the Foundation as suggesting , in particular, that the situations (play) that stimulated the creativity and inventiveness of the participants might be transferable to other areas of teaching.

5. The personality of the program leader as well as the way he was educated and viewed his task were of such importance that more has to be done to develop a profile of the ideal program leader.

6. The need is felt to organize a program to train the trainers in which they will be confronted with the psychosocial aspects of training teachers in INSET situations.

7. The programs were financed too haphazardly. There should be a more uniform and better management in the organization of these programs.

Case Study IV - HOLBO, a program for reorientation in mathematics teaching in vocational schools

1. Introduction

The case presented in this chapter may be considered as an example of a program in which curriculum development and INSET activities are linked together in one comprehensive approach. At the same time that a curriculum for new mathematics teaching was developed, an INSET program aiming to devise a curriculum oriented to practical classroom needs was also developed. The institute for the development of mathematics teaching (Dutch abbreviation I.O.W.O.) has as its primary aim the development of curricula for mathematics teaching. This is done in collaboration with practising teaching, trying in this way to devise programs that can be implemented with the maximum effect. To do so, the institute organizes re-orientation INSET programs in which both the 'new' mathematics and teaching methods have a central position.

1.2 Vocational training in the Netherlands takes place in schools which take about 40 % of all pupils from elementary schools. Formerly this type of schooling was mainly directed towards specific vocational training, but the trend is increasingly in the direction of general education. The changing view of the aims of vocational education together with wider changes in society have brought about important changes in the content of vocational education. In trying to integrate vocational training and general education in Holland, an attempt has been made to overcome remnants of a neo-humanistic approach to schooling in which the humanities and vocational training were considered to be far apart. Nowadays the educational aim of becoming responsible citizens using a broad range of knowldge has come to the foreground in vocational training schools : vocational aims have taken second place to more general aims. Changes that have taken place in industry also influence vocational education and have supported the tendency to change the program in the direction of general education. Moreover the period of compulsory education has been extended and the movement toward a comprehensive

middle school has also influenced developments in the vocational area. Traditionally, these schools have been divided into different sections and vocational training of boys and girls has taken place in separate schools. Other changes that may be mentioned are the extension of the period of schooling from 3 to 4 years, the integration of very specific subjects like carpentry and bricklaying into one section, building techniques, and the replacement of traditional arithmetic teaching by the introduction of the new mathematics. This latter change meant that about 2000 teachers working in vocational training for girls had to teach this subject without any mathematical background. Arithmetic had previously been taught mainly by people who were trained for elementary schools before the introduction of modern mathematics. These were the problems which have been tackled in the project on INSET for mathematics teaching at the vocational level which is reported in this case study.

2. The program as it was organized

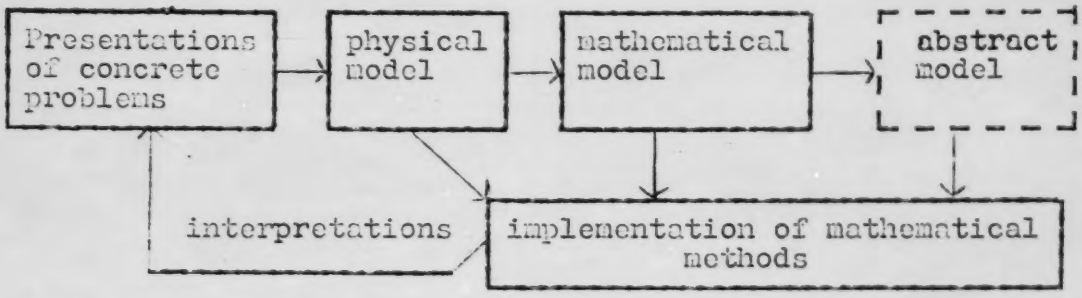
2.1 The experimental course

In an experiment, which lasted for one and a half years, about 40 weekly sessions were organized in total. Twenty participants were gathered from all over the country. In these conferences the first draft of the curriculum materials developed by the members of the I.O.W.O. were presented. The materials consisted of a learning package meant for the teacher himself to improve his own knowledge of the mathematics presented by I.O.W.O,; this was sometimes complemented by teaching materials for pupils in which a number of mathematical questions were presented. After trying these materials out in the conferences the staff members of the institute rewrote the materials. In this way materials were piloted before implementing them in the schools. The training of the teachers was carried out by the staff members of I.O.W.O. at this early stage.

2.1.2. A brochure

A brochure called "Starting Point for Curriculum Development" was also written and disseminated. The purpose of disseminating this brochure was to extend information to the teaching body at an early stage about the views of the I.O.W.O. on future

mathematics teaching in the first two years of vocational education. Some remarks may serve to explain the way in which the institute tries to work. The method that I.O.W.O. tries to implement is to teach mathematics using a problem centered approach. To make the problems understandable every day language and mathematics language are designed to support each other. Moreover an active approach to teaching is regarded as essential: the brochure says 'to learn mathematics is to do mathematics'. The pupil is encouraged to see the problem as it is presented' as his own problem, in order to achieve maximum involvement. By trying to teach methods for problems solving, the I.O.W.O. expects to reach a situation in which transfer to other comparable problems can be made and abstraction reached in an easier and earlier way. A sequence of levels is distinguished by the institute that can be shown in the following figure which, as the brochure says, should be considered as very incomplete.



In the brochure (page 31) the aims are expressed in this way : "We try to reach an active, differentiated, vertically planned teaching process in which the structure, the language aspects, the applicability, the dynamics and the specific approach of mathematics can be brought to its optimum and in which at the same time the general integrative aims of education with their social aspects can be reached optimally." In the following chapters a description is given of 7 areas of learning content that are considered important within the mathematics of vocational education, i.e. geometry, statistics, graphs, measurement, relations and functions probability and algorithms.

At the end these areas should be integrated. At this stage this has not yet been done, and the content is made up of small modules which to a large extent were brought together from all kinds of mathematical literature from the homeland and from abroad. This description of content areas was complemented with two examples of a longitudinal planning which was called a "traject". In devising the traject the following considerations played a part :

1. During the first months of the bridge year especially the motivation for mathematics has to be stimulated.

2. There should be a built-in possibility to differentiate in rate and depth.

3. The traject has to be varied to avoid making the pupils concentrate too long on one subject.

The content was chosen using two criteria : first, it should be suitable for a 'mathematics learning by mathematics doing' approach; second, it should be relevant to pupils in the first two years of vocational education.
In practice this brochure proved to be a success, be it mainly as textbook. In the INSET course the brochure has two functions. It is part of the course material and can be used as a source of inspiration in writing texts for pupils. Sometimes quotations also from the brochure are discussed in the group. The INSET program itself consists of 7 blocks and each block consists of a syllabus for teachers of one of the content areas from the brochure. Integration of the different areas has also not yet reached this level.

2.1.3. Pilot programs

In the cities of Tilburg and Hengelo (in the southern and eastern part of Holland respectively), pilot programs have been started. In these pilot programs people outside the institute were hired as teachers. To reach a workable integration of mathematics and didactics, teachers were hired who specialized in education or in mathematics respectively, and in each conference a staff member of I.O.W.O. was present as an observer. He made notes that were used afterwards in rewriting the materials.

In the way this course was organized certain special features are distinguishable.

1. The teachers' own process of learning was stimulated by presenting teaching materials that had to be worked through by the teachers themselves.

2. The development of texts for pupils: these were tried out in the classroom and evaluated afterwards.

3. A "constructive analysis" of the texts written in the institute for pupils was carried out. To do so mathematical and didactical questions about these texts have been answered by the participants in the course.

4. General methods like differentiation and testing have been gradually developed and have become the basis of the final format of the INSET programs. During these pilot courses a format was also developed for the leaders' conferences. An important part was played by the video tapes made in the pilot course.

2.2 The final format of the course

2.2.1 The announcement

In February 1975 the institute I.O.W.O. mailed a letter to all the directors of schools for vocational training in which the course was announced. Subscriptions had to be made before the 15th of April. Finally 600 people took part.
This INSET takes place in the free time of the participants. It is not compulsory and one of the problems is that it is still undecided whether any teaching qualification is to be expected from this course.

2.2.2 Location

Programs were organized in 28 locations. To do so, very different buildings were hired, from conference rooms in churches to private rooms or classrooms in university buildings.

2.2.3 The training of the trainers

As was mentioned before, the training team consisted of a teacher of mathematics and a teacher of teaching methods. These people have been found in all kind of ways but mainly by advertising and by individual contacts.
In this way around 70 trainers applied for what had to be a part-time job. A two-day training conference was organized in which: the approach of the I.O.W.O. to mathematics teaching was explained; the role of the teaching methods trainer in the process was defined. Video tapes made during a program session of the pilot course were shown. Teachers who participated in the pilot programs reported to the conference.

Afterwards people asked by means of a small inventory, whether they would like to apply for a job as program trainer. Most of them did. In a second two-day conference the curriculum materials were the central focus. In this conference the first two blocks of subject matter content from the course were studied and special attention was directed toward major potential problems. The teams were established and a video tape was shown from the pilot course. The third conference took place while the courses were ongoing and took on the character of formative evaluation.
A trainer's manual accompanies each block of teaching content. In this manual planning, teaching methods and materials are mentioned along with a description of the objectives and the expected outcomes. After each two blocks of content matter a conference of trainers was organized, and an extra conference was organized for the teachers of didactics to make them familiar with the content of a block in which computer techniques were central. This conference lasted one afternoon.
The trainers could influence the material in several ways:

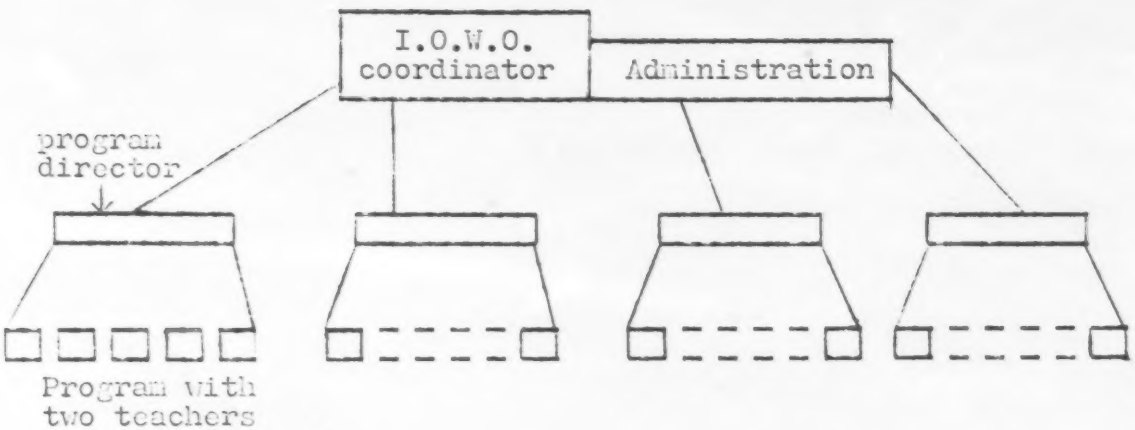
1. In the pilot-course;
2. In the conferences after two blocks of content;
3. The trainers could make changes in the material themselves.

The main duty of the trainer in didactics was to evaluate the learning processes in the participants themselves, to discuss

these with them and, if possible, to link them to comparable classroom situations In the second place it was his duty to introduce the texts for the pupils and the didactical problems in mathematics.
According to I.O.W.O., the ideal is for a complete integration of the work of the didactics and mathematics trainers to be reached and for their roles to become interchangeable.

2.2.4 The guidance by I.O.W.O.

In Figure 2, a description is given of the way the courses have been organized.



The 28 courses are divided over 4 regions. Each region has a program director from the I.O.W.O. staff and the work of these 4 program directors is coordinated by a coordinator. They have been engaged in the program from the very beginning. The 4 program directors visited each program once a week, initially for half a day. Problems were noted especially in those situations in which the program did not answer the expectations of the participants. A continuously recurring problem was the uncertainty about qualifications.

2.2.5 The program content

As has been mentioned before the content of the course consisted mainly of two components, a mathematical and didactical, that were presented together. A description of some of the blocks may serve as an example.

Block 1. The mathematical content of this block is the reading, interpretation and developing of graphs, and the didactical content is directed toward working in groups and to make it clear why it is useful to work in groups and what aspects can be distinguished. The use of round table discussions and the writing of texts for pupils was also considered. These texts for pupils were composed in groups. Four, weekly two-hour sessions.

Block 4: functions. The concept function was presented in three ways : by graphs, by tables and by formula. Further the interpretation, composition and summing of functions. Teaching methods: constructive analysis and in a more overall perspective, criteria for the evaluation of teaching.

Block 6: Geometry. Some topics from geometry. Teaching methods: a text for pupils with an appendix on differentiation.

2.3 Evaluation

There are no evaluation reports on the effects of the programs. After 12 conferences in the pilot program an inventory was administered that was primarily directed toward teaching methods. After the pilot study in Tilburg was finished a questionnaire was administered but the report is not yet available. The most important impressions are that the participants were confident about the balance between the mathematical and didactical aspects and that the guidance from the trainers had been sufficient. Some considered that the problem solving approach required too much time. The feelings towards the I.O.W.O. approach to new mathematics was very positive. After the first block none of the participants had left the program and now (January 1976) about 15 % of the participants left the course. At the time of writing the case study the program is still in progress and concluding data are not yet available.

3. Costs of the program

The I.O.W.O. is an institute financed by the Ministry of Education and Science. Budget proposals have been made for different activities of the institute. A program like the one described above is difficult to budget for and it turned out that the estimated costs were not sufficient to run the program. This did not lead to problems because in the total budget of the institute enough room was to be found to cover the differences. At the moment, however, a better account on the real costs of a problem like this is available.

The budget for 1976 is as follows :

trainer's salaries 60 X f 3600,-	f 216,000,--
warden's salaries	f 6,000,--
travel costs 630 X 20 X f 4,-	f 52,000,--
printing of course material in total 5 blocks of f 4,600,-- each, from which 3 on the budget of 1976	f 13,800,--
rent of localities	f 15,000,--
other costs	f 10,000,--
In Total	f 312,800,--

The participants in the course incur no costs; their travel expenses are reimbursed. The trainers are paid per afternoon session, lasting for 3 hours f 180,--; to be present in the teacher conferences they were paid f 120,-- for two afternoons; for one afternoon f 80,-- and f 40,-- for half an afternoon. The travel costs are reimbursed on the basis of first class travel. The course materials are developed and produced by the I.O.W.O.

Section III - Conclusions

1. Considering the case studies presented:

1.1 It has been indicated in Section I of this report that, until now, a national policy on INSET in the Netherlands has been lacking. In consequence, the cases that have been chosen to be presented here cannot be considered as being illustrative of an overall system of INSET, because such a system does not exist. It follows that the choice had to be made on different grounds. In a situation of uncontrolled initiative and growth, it can be expected that different approaches will be developed and their descriptions may therefore serve as a basis for the discussion of INSET-policies against a background of experience.
The case-studies are discussed from this point of view in the following paragraphs.

1.2. The Flexible School

As was shown in the case study report, the INSET-program on "the flexible school" was by far the best attended INSET-program in 1975. This in itself however, was not the main reason for including it in the report. Two main features stand out among others:

a. The multi-media approach
b. The collaboration with the teacher training colleges.

The combination of TV-broadcasts, written materials, team-discussions in the schools and course-work in teacher training colleges offers a fruitful format because of its many approaches. Teachers generally being practice-oriented, the combination of visual and written material proved to be appealing. Moreover the format of the courses stimulated team-development and motivation for further training. Nonetheless the report shows that the optimum was not reached. This may be due to the second main feature: collaboration with the teacher training colleges. As has been pointed out in Section I, it has become the national policy to connect INSET in the near future with the initial training institutions.
Though this seems to be extremely important, because of the reciprocal influence of the teacher training and teaching experience problems may arise where teaching experience in

general is lacking and the teacher training colleges themselves can not meet the challenge very well. Such is the case in "flexible school" because there are few real flexible schools in the country, and the majority of teacher training colleges concentrate on traditional teaching methods.
In this situation the TV-broadcasts also serve another purpose: that of modeling the approach of both participating teachers and participating teacher trainers. At best, this will lead to a valuable process of mutual exchange and growing understanding, making sense for all the people involved. At worst, the distance between model and actual situation will be emphasized, and become a source of much frustration. No wonder then that the tables show a wide range of responses.

1.3. The experimental counselor training program

The experimental counselor training program in the University of Utrecht may exemplify several INSET principles.
As was stated in the case-study report, the format of this course is unique in the Netherlands because of a combination of features:

a. It is a two-semester course;
b. the participants are freed from teaching duties for two full days per week, retaining full salary;
c. the participants are drawn from all the different streams of secondary education, and grouped in an integrative way.

Moreover, the motivation of the participants stems from the needs and wants they feel in counseling students: no other reward is available than the feeling of being better equipped to meet the daily demands of counseling pupils.
This means that INSET starts from problem awareness and its format is essentially problem centered. No external constraints force anybody to take part, and because of this maximum involvement is achieved. The chosen format is expensive for the treasury; however, even while the first course is still going on, its impact in the schools is already visible.
This seems to indicate that it is important in INSET to aim at programs that demand an intensive involvement of the participants over a greater length of time, provided the relevance of the program for the participant's daily work is pertinent.

1.4. INSET for Creative Arts Teaching

Its main features are :

- the coordination by a specialized supportive institute, operating on a national scale, the Dutch Foundation for Creative Arts Education N.S.K.V.,
- the collaboration of artists and educators,
- the aim to integrate art in the learning process in schools as a whole,
- a course-approach directed toward personal attitude growth more than toward elaboration of skills.

It is the only example in this study of an INSET-program coordinated by a support institute working on a national scale, and which is essentially open in its aim. In fact, it tries to reach two goals: to make artistic skill and inspiration profitable for education purposes, and to develop in the participants an attitude toward integrated learning with art as a vital aspect. In more general terms the principal points to be drawn from the case study can be formulated as follows :

a. INSET may use practical skills, developed and employed outside education, to enlarge teacher's capacities.

b. INSET, even if done in a specialized branch of learning, should be aware of the overall framework of schooling, in which it has to be implemented.

1.5. The HOLBO-mathematics program

Finally the case-study on the implementation of New Mathematics in Vocational Schools draws its main interest from the format of curriculum development in an INSET context.

Though not over-impressive in its description, the philosophy that is basic to this approach might well prove to be a crucial one. Considering the fact that in curriculum development the "classic" RDD model meets a growing resistance because of its "technological" nature and "closed system" aspects, and the still little offering alternatives of an "open" nature, the format that is tried out in this and similar approaches might be a promising one.

It has the character of mediation between two extremes, on the one hand offering a framework of educational goals, developed by specialists in the subject, and on the other hand leaving sufficient room for the participating teachers to translate those goals into a feasible set of educational objectives for their own classroom situation. If anything, this approach is worth testing on a wider scale.

2. Toward a future policy for INSET

2.1. In section I it has been indicated that in INSET as well as in other areas of educational policy, the Netherlands is in a stage of transition from a passive to an active governmental involvement. There can be no doubt about the urgency of such a shift.

Nonetheless, there is a long way to go. In this respect, one is tempted to compare the Dutch situation to the Swedish.

Because the Swedish Government has for years had its aims in educational policy clarified, it has been possible in Sweden to develop a coherent educational policy, in which school organization, curriculum development, training and INSET of teachers have their proper place in an overall scheme.

Because of this it has been possible to make an optimum use of manpower at different levels, and achieve results that-at least to a visitor from abroad - must be considered impressive. No such coherence exists here. The passivity, that reigned for decades, takes a bitter revenge in the isolation of school-streams, the lack of clarified educational aims and the emphasis on discipline-centered teacher training. At the same time it brought about the conviction in a majority of the teachers, that INSET has to be a voluntary act of the individual teacher, and by no means should be imposed on him. Moreover, most INSET activities also have a discipline centered character. This is not reflected in the four case-studies because the brief explicitly demanded a search for innovative approaches.

2.2. The following theses, which simply reflect the authors' private opinion, are offered by way of conclusion :

I INSET should be an integrated part of a coherent policy of teacher training, mapped out by the Government and controlled by Parliament.

N.B. This statement does not mean that there should be no opportunity for initiative stemming from teachers' felt needs or students'desires. It simply means that INSET is too important to leave it to occasional initiative without any planning.

II INSET, as part of a system of recurrent education, should be a required activity of every teacher. Therefore, a system of teacher qualification should be developed in which the initial training certificate no longer retains its validity for a lifetime.

III Because INSET is essential to guard and enhance a teacher's capability, it should no longer be viewed as a leisure activity, but as part of normal service, and be made possible within the framework of the school's schedule, without loss of salary.

IV INSET should be organized as a program of activities in which the training colleges and the teachers support each other in a reciprocal process of communication.

V INSET may be best organized in a framework of curriculum development activities, in which the attention is focussed on attainable goals and their translation into practicable classroom guidelines, objectives and materials.

APPENDIX : SUPPORT CENTRES

Support centres also are known as pedagogic centres or teacher centres. In the Netherlands, after World War II, much effort was invested in the development of organizations meant to support the teaching body in the execution of their daily work in school. Originally established by the teachers' unions, they have now become independent, being organized in a tripartite framework -

as is usual in this country -, Roman Catholic, Protestant and "public".

Moreover, separate centres have been developed for elementary education and different streams of secondary education, reflecting the same lack of policy and coherence that is evident in other areas of educational planning.

The most important impact of these centres has been in elementary education and in secondary technical/vocational schools, where attempts were made to implement new ways of organizing the teaching/learning situation and to change the curriculum. The effects have not been satisfactory over the years, though. On the one hand, the activities have been felt by the schools as too remote because of their national scale. On the other hand, the incoherence, stemming from the division into sectors and levels, produced too much inefficiency.

The latter problem was dealt with by unifying the centres in a way that only the division into sectors was maintained; the different levels of schooling have been brought together in one organizational framework. During the period that this development was proceeding, local level centres have been established, that, financially supported by one municipality or a number of municipalities, served all the schools in a certain area, without regard to denomination. They often had a child guidance clinic as their basis, and developed the educational support of schools and teachers as a second branch of growing importance. The educational support is sometimes limited to the administration of testing programs, but most of the time focusses on innovative curriculum development and the implementation of new patterns of teaching and school organization.

The number of these local support centres is still growing rapidly, and the national government is working toward guidelines for organization and toward financial support from the national treasury. Because these local centres are much less remote from the schools, in most cases they have taken over from the national centres. This - at the same time - meant a breakdown of the "three-pillar-system", that is not yet generally accepted. From these developments a policy of cooperation is

in a process of growth, in which the "national-context-based" centres primarily will direct their activities to educational experiments aimed at new organizational and didactical models, and in which the "local-context-based" centres will implement them and adapt them to the local level.

It will be clear that many of these activities have an INSET character. At the local level these have mainly been directed to elementary education and at the time focus on the period of transition from kindergarten to elementary school.
It is hard to trace the real impact of these activities on INSET. No research on this topic is available. Though there must be a considerable influence, in general INSET will occur as an element in a project to implement some kind of innovation, in which in a particular school or group of schools, the teaching team as a whole will be involved.
It is suggested by the Government, that the service of the support centres in the forthcoming years will be focussed on elementary education, and that at the secondary level reliance will be placed upon expertise developed inside school among the teaching teams. This means in fact a continuation of the present situation, in which the impact of local centres on secondary education is negligible.. (There is one exception: in the province of Noord-Brabant a group of secondary schools organized a support centre on behalf of the secondary schools of the region).
In the proposals on a future policy for INSET, recently published by the Minister of Education and Science, the local and national centres have no role of any importance. The organization and implementation of INSET is viewed as a function of the teacher training colleges. These may use the expertise and experience in the support centres by making use of their staff, but the centres as such will be assigned virtually no responsibility in this field. This explains why the support centres have not been treated as a separate case study in this report.

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